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The production was remarkably effective from the viewpoint of the audiences. The performers derived training in taste and appreciation from association with a good literary play. Its daintiness and quaintness recommend it. Performers were chosen from the Dramatic Association according to faithfulness in year's work. The chief difficulties were securing and costuming the soldiers. Produced under the direction of Mrs. E. R. Walton. Previous plays: *Captain Letterblair*, *The Man from Home*.

CLARENCE STRATTON

Chairman of the National Council Committee on Plays

CENTRAL HIGH SCHOOL
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THE WORM WILL TURN!

MR. EDITOR:

I rise to remark in language which is plain that there are a lot of us in New York City, and possibly between here and the Pacific upon one side and New Brunswick on the other, who wish to advertise through your columns for another job. It appears that we are now distinctly out of place. We have been calling ourselves "teachers of English," and the military, city, state, and national census bureaus have put us down as men.

The first article in the November *English Journal* begins:

I suppose no teacher of English ever completed with *her* class the study of a Shakespearean play, etc.

Ye gods and little fishes! Why are we poor men who still teach English left so stranded in the educational system, so solitary, so unusual, so quite out of the ordinary, that our very existence is ignored as "men," and that we find ourselves referred to individually and collectively as *her*?

In another article in the same number of the *English Journal*, on page 525, we find the following examples of present-day use of pronouns:

Of all the professions in existence the teacher's is considered the most humdrum. The complaint is usually made by the teacher *herself*.

Wow! Equal suffrage has brought it about that not only English teachers but also all teachers are feminine. Alas, then we who thought ourselves "men," and still "teachers," must belong to that class known as "old women of both sexes."

Your article says:

If *her* roseate visions are limited. . . . *She* grits *her* teeth and resolves to take full vengeance on the next dullard that annoys *her*.

You see that dire prophecy that the American schools might become feminized has come true. The *English Journal*, the leading educational publication for all high-school teachers of English, speaks of English teachers as *her's*, and of all teachers in general as *she's*. We are no longer "he-men" but "she-men."

Your article continues:

The real diagnosis is this: *she* needs variety in *her* work. No good teacher can ever teach the same lesson twice in the same way and retain *her* self-respect. *She* may get equal results with *her* pupils—very probably *she* does—but *she* is killing *her* own joy in active creation and becomes only the faithful imitator of *herself*.

Jumping Jupiter! And poor old hobbling Hephaestus! What a deluge of *she's* and *her's* and *herself's*!

Let us at once revise all our English textbooks and rule out all *he's*, *him's*, and *himself's*. This is the day of "*she*!"

But, Mr. Editor, isn't there a real danger, now in existence, if the time has come when the masculine vigor, the stalwart manliness, the virile force of Browning, of Carlyle, of Dickens, of Scott, of Shakespeare, of Webster, of Burke, of Macaulay, and of Lincoln—if the works of all these writers are presented to American boys, and to American girls, so generally by women that our leading English publication feels constrained to speak of the teacher of English as *she* and *her*?

If that condition does not exist, and if there are still many real men worthy of their own self-respect and worthy of the respect of the communities in which they live—if there are such men still teaching English in our schools, ought you not in your publication to begin your leading article somewhat as follows, to meet the real condition of affairs:

I suppose no teacher of English ever completed with *her*, *his*, or *its* class the study of a Shakespearean play. . . .

Ought you not to use in your article on the "Daily Grind," instead of an avalanche of "*her's*" and "*she's*," some method of "pronounizing" your work that will reach all classes? I suggest the following for the second paragraph:

The real diagnosis is this: *She* needs variety in *its* work. No good teacher can ever teach the same lesson twice in the same way and retain *his* self-respect. *She* may get equal results with *its* pupils—very probably *he* does—but *she* is killing *its* own joy in active creation and becomes only the faithful imitator of "*hissself*."

Mr. Editor, nothing makes me "madder" than to have a teacher, and especially a teacher of English, referred to as being commonly, ordinarily, universally, and eternally "*she*." Can't you at least, as a

Chicago publication, follow Mrs. Young's Chicagoese and refer to teachers of English as *hiser's* and *himer's*? We suggest "*shim*" for the plural.

Yours truly,

FREDERICK H. LAW

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A BIBLE PAGEANT

It began with the principal. She was obsessed with the idea that a pageant based on the Bible would be a great event with our melting-pot high-school population. The idea took fire with the head of the English department, with the head of the art department, with the director of music, with the teacher of gymnastics, with the teachers in charge of the dramatic clubs, with the rest of the faculty, and, of course, with the members of the three flourishing dramatic clubs of the school.

At the beginning there was nothing but the idea. At the end there was a book of the pageant made from the Bible; there was music, selected from Hebrew chants, from symphonies, and from chorals; there were improvised costumes, lovely as Tissot's paintings; there were dances as ravishing as Saul or Herod could have wished. There was even an infant Moses whose mother had been one of the girls. She dressed herself as Miriam and carried him in the Pharaoh group.

Kings and Men we called it because after the story of Adam and Eve, told to a stageful of pastoral people, the voice of Samuel dominated the scenes. "And ye shall cry out in that day because of the King which ye shall have chosen you, but the Lord will not hear you in that day." Saul, Solomon, Herod, with their courts, all presented the human struggle at crucial moments. Truly those words of Samuel come to us with new significance in these days when "kings depart."

Two performances were given. Two hundred girls and more than fifty teachers worked with the precision of intelligent co-operation. The result was beautiful beyond our wildest dreams. The audience brought with it a background to be expected in a largely Jewish community, and the children played their parts with the sincerity and power which youth can give to dramatic representation.

It is a good thing for faculties and students to pull together on a common problem. It is a better thing when that problem is as rich in possibilities as a worthy pageant from the English Bible.

OLIVE ELY HART

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